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ABSTRACT

Designed to encourage interactive study of the Constitution by humanities scholars and the community, this guide is arranged in four sections. The first section contains a number of ideas for projects and concepts that might spark group interest in constitutional study and descriptions of Constitution-related projects, listed in alphabetical order by title. Projects range from an examination of contemporary constitutional questions to influences on the framing of the Constitution. Project formats include lectures, conferences, school programs, films, and videotapes. The second section is a filmography consisting of 36 entries organized under the following headings: origins and purpose of the Constitution, main principles of government in the Constitution, amending and interpreting the Constitution, and landmark Supreme Court cases. Each annotated entry provides: a brief description; availability, purchase, and rental information; length; format; and date. The third section lists scholars and resource people by state. The final section contains bibliographies and resources, divided into the following headings: bibliography, bibliography according to type of publication, state humanities councils, major private and state historical societies and museums, League of Women Voters state chapters, and other organizations. (LP)

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The Constitution and the Community:

A Resource for Planning Humanities-Based Programs on the United States Constitution

Prepared by

The National Federation of State Humanities Councils
12 South Sixth Street
Minneapolis, Minnesota 55402
612-332-2407

SO 016 138

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State humanities councils were established in each state, the District of Columbia, Puerto Rico , and the Virgin Islands by the National Endowment for the Humanities in order to carry out programs which enable citizens of the states to understand and appreciate the humanities as resources for community life. In 1977 the state councils formed an association, now known as the National Federation of State Humanities Councils, to assist the councils to achieve their purposes through a program of publication, research, conferences, information exchange, and special projects.

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INTRODUCTION

The United States Constitution is a unique attempt to set down once and for all at a nation's birth the fundamental principles by which it will live: by which its officials will be bound, its lawmakers governed, its justices guided, its citizens protected. Few things are more basic to American life.

Yet, few things have been less well understood by the general public. It has seldom been closely studied in school (though we may all have memorized the Preamble), and its presentation through the media is almost always in terms of political and social conditions--equal access, legislative apportionment, abortion rights, etc.--rather than constitutional principles. Supreme Court decisions consistently make headlines as they shape the exercise of rights. And strong feelings arise over these decisions because of their binding effect on values and freedoms. Yet, few citizens, reacting to the headlines--in praise or scorn--have a good understanding of the grounding for the Court's action in constitutional principles and reasoning.

We owe it to ourselves to know this Constitution better because its continuing force depends upon an informed public consciousness of founding principles and their ongoing relevance. The humanities--certainly those fields of the humanities concerned with historical, philosophical, and cultural understanding of the Constitution--have much to contribute to this: ideas, information, and critical, seasoned reflection. Given that the humanities need to be continuously revitalized through contact with the community at large, the Bicentennial presents an excellent opportunity for both humanities scholars and citizens to strengthen one another's understanding of the Constitution.

It is the purpose of this publication to give form to that opportunity. We hope that its contents--ideas for projects, names of potential consultants and speakers, descriptions of scholarly works and films, lists of interested organizations--will inspire many to create new ways to bring the study of the humanities to bear on our inquiry into this great, founding document and our celebration of its ongoing, national role.

Many have worked to make this a useful Guide. We are especially indebted to Paul Murphy, Professor of History at the University of Minnesota, whose time and judgment were so often sought and so generously given. We want also to thank other scholars who helped in developiong the bibliography and the list of scholars: Mary K. Tachau, George Dennison, Stanley Katz, Linda Kerber, James O'Fallon, and Jamil Zainaldin.

Patricia Murphy and Roberta Frank of the Federation staff handled all aspects of production and distribution.

Graphic design was by Judith M. Gilats.

Initial research and writing was done by Dan Turner. The final text was written by Richard Lewis.

PROJECTS

This section contains a number of project descriptions, listed in alphabetical order by project title. Funded by individual councils or by the Endowment, the projects offer a variety of models for groups wishing to undertake Constitution-related programs in their own areas. They range in focus from pre-Constitutional influences on the framing of the Constitution to examinations of constitutional questions in our own day, and represent a great variety of program formats: lectures, conferences, school programs, dramatizations, films, videotape programs, radio broadcasts, newspaper articles and exhibits. Taken together, they make clear something of the great potential in the Bicentennial celebration for serious-minded public consideration of American Constitutional history and the continuing importance of the Constitution to civic life.

The descriptions include addresses and phone numbers for those who wish to obtain further information. The information on projects represents what was available at the time of publication. We intend to update the information in this Resources Guide next year and welcome any information about other programs on the Constitution that would provide helpful models. Please send a detailed summary of programs, together with information about the project director, address and phone to the National Federation of State Humanities Councils, 12 South Sixth Street, Suite 527, Minneapolis, Minnesota 55402.

This section also contains a number of ideas for projects and concepts that might spark a group's interest. We would appreciate learning if any groups have found these ideas helpful and, even more, if they inspired local programs.

PROJECT IDEAS

The projects described on pages 5-27 demonstrate something of the variety in the kinds of ideas and formats that might be featured in programs on the Constitution. What follows below are a number of suggestions, drawn partly from project descriptions and partly from other sources, which may also help individuals and groups in thinking about possible programs. Needless to say, these are not fully developed and are obviously not all there is to say.

Biography. Several projects deal wholly or in part with the lives of persons who have played important roles in the history of the Constitution. Certainly there is large appeal for public audiences in this approach to understanding the Constitution. We generally respond to the personal dimension of our nation's history, and the Constitution is an outstanding focus for inquiring into the role played by individuals in shaping American society. Many have been the subject of scholarly study. For example: Thomas Jefferson, Alexander Hamilton, James Madison, James Wilson, Edmund Randolph, John Marshall, Felix Frankfurter, Louis Brandeis, Oliver Wendell Holmes. Moreover, many of the most important and far-reaching decisions, especially in areas of civil rights and due process, arose from personal circumstances which might be examined to illustrate the relation between the Constitution and the lives of individuals. Women's groups or minority groups might want to take a biographical look at contributions by women and minority persons to Constitutional history.

One approach might be to develop a series of programs--lecture/discussion, book/discussion, radio interview, cameo presentations for organizational luncheons and meetings--which would focus on the personal lives, ideas and values that have given shape and durability to constitutional principles. Four arenas suggest themselves: those who helped to create the Constitution, Supreme Court justices or others who have rendered important constitutional opinions, those whose lives were involved in significant constitutional cases, and scholars whose interpretations of constitutional history have been influential.

Since much of the history of the Constitution, particularly its framing, has taken the form of tension or conflict between individuals, another approach might be to cast the biographical focus in the form of debates between, say, Federalists and Anti-Federalists, majority and minority opinions, contending parties in specific cases, or contrasting scholarly views. This would bring alive the clash of ideas and personalities that has marked the evolution of the Constitution and our understanding of it.

Teaching the Constitution. During 1983, the American Historical Association carried out a series of regional conferences for secondary history and social studies teachers on strategies for teaching the Constitution. The conferences involved presentations by university scholars of constitutional history and curriculum-related materials prepared in consultation with high school teachers and university scholars.

The four conferences were oversubscribed, suggesting that there are many teachers who are looking for help in preparing to teach about the Constitution. Since the AHA has already developed strategies and materials for such a conference, it would be well to consider presenting a regional or statewide conference on teaching the Constitution, drawing upon their experiences. In many instances, teachers involved in those conferences might be willing to assist with the development of a conference in their state. Information may be obtained by contacting the AHA. Write or call:

Constitutional History Project
American Historical Association
400 A Street SE
Washington, DC 20003
202-544-2422

Regional Programming. Media forms, print and electronic, make regional programming relatively easy. Moreover, some areas of the country have had experience with traveling "Chautaugua" programs that bring lectures, exhibits and films to a series of communities in contiguous states. The regional character of America, based on continguity of borders, topography, ethnic settlement, political history or common problems, is one that could be effectively exploited in connection with the Constitutional Bicentennial.

Where regions incorporate shared constitution-related concerns--e.g., common relation to a particular constitutional issue or Supreme Court decision, or representation at the 1787 Constitutional Convention or among the justices of the Court--regional organizations may wish to explore the possibility of touring or regionally broadcast programs about them. The time frame for celebrating the Bicentennial certainly allows for the development of regional programs in time for the 1987-89 commemorative period.

Comparative Study. We speak of the unique character of the American Constitution--a written set of national rules, applying to the Chief Executive as much as to the citizen, that predetermine even the acceptability of laws made by duly-elected legislators. Few nations have taken such a step in creating a "Supreme Law of the Land" under which successive governments shall rule. Yet most nations govern on the basis of some general code, applicable to all, whether derived from religion, tradition, democratic vote or fiat. Many such codes, quite different from the one developed here, work very well in providing a way to settle disputes, establish community responsibilities, transmit property, enforce legitimate authority, etc.

A helpful understanding of the global community and a fuller, more informed appreciation of the American constitutional system might be gained by relating the U.S. Constitution to alternative ways that nations/societies have sought to establish some form of universal, ongoing code, including ancient civilizations as well as present day cultures. How do other societies handle this need? What are the virtues in other systems? On what aspects of culture do they rest? What special attributes of American culture does our system depend on? These and other matters might be profitably explored through lecture programs, study/discussion groups, and readings from and about other forms of national law.

The Meaning of Amendment. Societies change. The laws contained in the Constitution were formulated at a particular time by agreement of a particular group of individuals. Such laws were not set down lightly and most people agree that their durability requires that changing the Constitution should be an infrequent, difficult process. Yet, provision was made for such a process so that social and political change could be adapted to the original provisions, so that the provisions themselves can be clarified or updated, and so that the Constitution might remain a living expression of the changing national will. The amendment process has been successfully applied 26 times in the past 200 years, and is much in the media today as concerns such as the status of women, school prayer, balancing the federal budget and abortion have become the focus of interest in additional amendments.

It might help citizen understanding of the Constitution to examine the nature of the amendment process--how it was originally understood, what it has accomplished, the social and political basis for those amendments that have been proposed, what scholars and jurists have said about it, how citizens understand it, whether it can or should be used to pursue social goals. This might be effectively done as a series of newspaper articles, brief radio spots or small group discussion meetings.

What the Government May Not Do. Part of the purpose of the Constitution is to make clear the limits of governmental authority. Indeed, the Bill of Rights arose to some extent out of a need to say explicitly what the government may not do. For example, the First Amendment:

> Congress shall make no law respecting an
> establishment of Religion.

To a large extent the work of the Supreme Court has been concerned with restricting governmental actions that exceed the proper authority of government. In declaring a law or an action to be "unconstitutional," the Court is saying that the government--federal, state or local--may not do that.

One approach to the examination of the Constitution might be to clarify what it, as interpreted by the Court, has said may not be done. What acts of authority, whether national or local, have been struck down? It would be an instructive look at the importance of the Constitution to see the kinds of executive and legislative decisions the Court has found to be inconsistent with the protections guaranteed by the Constitution.

Policy-Related Topics. There are a number of important areas of contemporary social and political concern that have been the subject of Constitutional opinions and which offer appealing subjects for public programs on the Constitution. A partial list would include:

The Constitution and the rights of minorities

The Constitution and the status of women

The Constitution and religion

The Constitution and education

The Constitution and war

Such broad topics, examined in terms of specific cases, arguments and opinions, assure discussion of contrasting viewpoints on policy concerns as well as underlying differences in constitutional reasoning, since their having been the subject of argument before the court implies both ambiguity and significant meaning for the society as a whole. Programs on them can, of course, turn into simple pro-con debates on policy options, leaving out constitutional history and principles, especially when topics are set forth in terms of controversial issues of the day. In planning activities, it is well to give special emphasis to constitutional scholars as advisors in the formulation of themes and materials, and to look to case studies as an important source of ideas and information.

PROJECT DESCRIPTIONS

The American Social Revolution--1750-1800

This project will present seven book discussion programs. These will cover three general topics:

> the early social history of New England and Virginia, emphasizing important differences between these regions;
>
> the framing and ratification of the Constitution;
>
> Constitutional issues that arose during the Federalist Era.

The series is being piloted in the winter of 1984 in two communities and will be retested in the fall. Each program will consist of a 45 minute lecture by a scholar, followed by a one-hour discussion session.

Books given to participants include The Minutemen and Their World by Robert Gross; Ethan Allen: Frontier Rebel by Charles Jellison; The Vermont Constitution of 1777; The Transformation of Virginia by Rhys Isaac; A Biography of the Constitution of the United States by Broadus and Louis Mitchell (second edition, 1975); The Federalist Era by John C. Miller; The Federalist, and our republication in booklet form of "The Virginia and Kentucky Resolutions of 1798 Together With the Replies of the Several States, and James Madison's Report on the Virginia Resolutions." Both The Federalist and Madison's "Report..." were on Thomas Jefferson's list of essential readings for the curriculum in politics at the University of Virginia.

Project Director: Michael Bouman
Associate Director
Vermont Council on the Humanities and Public Issues
Box 58
Hyde Park, Vermont 05655
802-888-3183

Project Funding: A special award from the National Endowment for the Humanities to the Vermont Council on the Humanities and Public Issues.

Approaching the American Constitution: 1787-1987

This project will develop a series of newspaper editorials, radio dramatizations and lectures, based on a set of questions to be determined by constitutional scholars regarding the Constitution's formulation, history and continuing importance.

The Conference/lecture series will emphasize interaction between scholars, policy makers and the public regarding current constitutional issues. Among issues to be examined will be: Government Responsibilities for Opportunity (What is the proper constitutional standing of life, liberty and the pursuit of happiness?), Presidential Power (Is the strong central executive envisioned, working?), National Sovereignty and International Relations (What constraints are there on the brokering of sovereign power in relation to public and private international institutions?), The Courts and Constitutional Revision (Should courts exercise what amounts to a power to amend the constitution?).

The Newspaper series will present twelve editorials, each on a particular Article/section of the constitution. Constitution Articles to be examined include: Article I, Section 8, The "necessary and proper" clause; Article III, Section 3, Clause 1, the treason section; Article I, Section 8, Clause 3, the "Commerce Clause" section; Article VI, the "Supremacy" article; and others. The newspaper editorials will be circulated through a national syndication service located in California. The newspaper activity is modeled loosely on Edwin S. Corwin's The Constitution and What It Means Today.

A thirteen-part radio series will recreate the debates during the Constitutional Convention. Using documents which were sources of ideas important to the framers, records of the Convention and scholarly study of the principal issues involved in drafting the Constitution, the series will move from the Declaration of Independence and the Revolutionary War period, through the Articles of Confederation and the growth of dissatisfaction with them, to the call for a Constitutional Convention, the subsequent identification of specific controveries regarding the various powers and organizational arrangements to be set forth, and the ratification debates.

Project Director: Gary Holthaus
Alaska Institute for Research and Public Service
429 D Street, #306
Anchorage, Alaska 99501
907-272-5341

Project Funding: National Endowment for the Humanities
Division of General Programs

The Bill of Rights: Freedom's Foundation

This was a series of eight one-hour radio programs aired on public radio in April and May, 1983, which examined the nature of justice in American society. The goal of the project was "to remind the listeners of their democratic heritage and how its documents continue to be relevant to their daily lives." Project organizers selected scholars and resource people to present historical, philosophical and political issues through an amendment by amendment presentation of the Bill of Rights.

Topics included "Freedom of Religion: The First Amendment"; "Freedom of Speech and Press: The First Amendment"; "Freedom of Association and the Right to Bear Arms: The Second Amendment, and Search and Seizure: The Fourth Amendment";

"The Privilege Against Self-Incrimination: The Fifth Amendment, and The Rights to Counsel, Trial By Jury and to Confront Witnesses: The Sixth Amendment"; "The Constitutional Right to Privacy and the Constitutional Amendment Process." Many social studies teachers had classes listen to the series, and some teachers are preparing study guides for use with the tapes of the programs. Tapes have been made available to public libraries, schools, and other public radio stations.

Project Director: Midge Korczak
Boulder County Bar Association
1942 Broadway, #208
Boulder, Colorado 80302
303-440-4758

Project Funding: Colorado Humanities Program

Biographies From American History--1750-1820

This project will present seven book discussion programs developed in 1983. Scholars lead the discussion programs by giving a 45-minute lecture followed by a one hour discussion session, to develop pertinent themes from the lives of the individuals studied. The series is being tested in three communities during the winter of 1984 and may be modified for a final test in three additional towns in the fall of 1984. The books provided for participants are The Vineyard of Liberty by James MacGregor Burns (for an overview of the period), Ethan Allen: Frontier Rebel by Charles Jellison, Dearest Friend: A Life of Abigail Adams by Lynne Withey, Washington: The Indispensable Man by James Thomas Flexner, Alexander Hamilton by Forrest McDonald, Thomas Jefferson and the New Nation by Merrill Peterson, and Burr by Gore Vidal (to stimulate discussion about the historical merits of historical novels.)

Project Director: Michael Bouman
Associate Director
Vermont Council on the Humanities and Public Issues
Box 58
Hyde Park, Vermont 05655
802-888-3183

Project Funding: A special award from the National Endowment for the Humanities to the Vermont Council on the Humanities and Public Issues

Church, State and the First Amendment: A North Carolina Dialogue

This project will focus on the religion clauses of the first amendment through a five-part program:

> The preparation of four resource booklets on various aspects of church-state relations and the First Amendment. The booklets will cover: (1) the historical and philosophical backgrounds of the religion clauses (2) the tensions between America's religious heritage and the secularism of her fundamental law (3) the impact of the religion clauses on education, and (4) cross-cultural perspectives on church-state relations. The booklets will be disseminated as background material for local programs sponsored by such groups as the League of Women Voters and the North Carolina Council of Churches. The introductions to the booklets will be offered for newspaper publication.
>
> The development of a "guest list" of scholars who can be featured in television broadcasts of various kinds: debates, interviews, panel discussions and citizen town meetings. The guest speakers will appear in such programs on all eighteen of North Carolina's television stations.
>
> The development of locally-initiated projects through a special Call for Proposals issued by the North Carolina Humanities Committee.
>
> The sponsorship of two statewide invitational conferences which will showcase much of the results of the locally-initiated projects, feature major constitutional historians and philosophers as speakers and involve a select audience of elected officials, government administators, educators, humanities scholars, religious leaders, journalists and civic leaders in a two-day consideration of the religion clauses.
>
> The creation of radio broadcasts of interviews, selected local projects and portions of the invitational conferences in a modular series of brief presentations called "Constitutional Commentaries," and four 30-minute documentaries.

Project Director: Richard R. Schramm
University of North Carolina at Chapel Hill
209 Abernethy Hall
Chapel Hill, North Carolina 27514
919-962-1123

Project Funding: National Endowment for the Humanities
Division of General Programs

The Constitution and Commonwealth: The Virginia Court Days Forum

This project will create a series of twenty public forums to be held in local courthouses at sites of historical significance. The forums will essentially resurrect the 18th century tradition of "court days," days each month when the meeting of the county court was the occasion for other civic and commercial meetings. The twenty "court days" will be presented between 1983 and 1986 and each will deal with a constitutional issue of contemporary importance. Five categories of issues will be explored over the twenty sessions: (1) Constitutionalism and the courts, (2) the Constitution and the economy, (3) Citizenship and Civil liberties, (4) the Federal system under the Constitution, and (5) the separation of powers under the Constitution. Moreover, these categories will be treated in terms of three overarching interests: (1) the Constitution as a trans-historical embodiment of a particular public philosophy, (2) the Constitution as the boundary of economic and political conflict, and (3) the essential relationship between a responsible citizenry and free government under the Constitution.

Each public forum will be preceded by the publication of historical and philosophical commentary on its subject in the University of Virginia News Letter which is mailed to about 4,000 people each issue, with additional copies distributed to civic groups in the community where the forum will be held. Each forum will follow a pattern of brief talks by scholars in a panel format, followed by interchange between panelists and audience. Ten of the forums will be videotaped for broadcast.

Project Director:	Timothy G. O'Rourke Institute of Government 207 Minor Hall University of Virginia Charlottesville, Virginia 22901 804-924-3396
Project Funding:	National Endowment for the Humanities Division of General Programs

The Constitution: Continuity and Conflict

This project will develop a variety of outreach activities, using established North Carolina State University programs offered through the Humanities Extension Program and the Agricultural Extension Network. Five kinds of activities will be offered:

> Humanities Extension Seminars will be developed, based on a core 25" videotape offering a general discussion of constitutional principles and short videotapes on specific principles.
>
> Workshops and training sessions will be presented to train humanities professionals in the development of programs for their home area.

Historical debates will be developed by the Speech/Communication and Political Science Departments, focusing on key controversies in the history of constitutional principles. The debates will allow audience members to choose sides initially and then have the option to change their opinion, based on arguments presented.

A Commemorative Convention will be presented in 1987, to which all those who participated in other project events will be invited. This will not be a recreation of the original convention, but a conference of people involved in other project acitivites.

Two-hour simulation of Supreme Court decisions in specific constitutional cases will also be presented, using constitutional law students to debate key points and audience participation to come to decisions.

Overall, the intention will be to focus on the principles adopted by the Framers at the original convention and show how they have been applied to crises during the life of the nation, emphasizing the tensions and conflicts but also the continuing vitality of these principles.

Project Director: Abraham Holtzman
Department of Political Science and Public Administration
North Carolina State University
Raleigh, North Carolina 27650
919-737-2481

Project Funding: National Endowment for the Humanities
Division of General Programs

The Constitution and Puerto Rico

This project will involve a series of lectures and discussions to be held from March through August 1984 at Catholic University in Ponce. Leading scholars and Justices will discuss the role of the Constitution in regard to Puerto Rico's judicial system, as well as the principles and provisions of the U.S. Constitution and the Puerto Rican Commonwealth Constitution, adopted in 1952. Emphasis will be placed on the cultural and historical interactions between Puerto Rican and American Law. Catholic University will publish the proceedings, which will then be used in courses on history, political science and constitutional law.

Project Director: Catholic University
School of Law
Ponce, Puerto Rico

Project Funding: Fundacion Puertor Riquena de las Humanidades

The Constitutional Society of 1784: A Bicentennial Symposium

This project consists of a Symposium, Exhibit, and Pamphlet with Guide for the Exhibit on the 200th anniversary of the founding, in 1784, of the Constitutional Society. The program will cover the period from the Treaty of Paris in 1783 to the Constitutional Convention in 1787.

Symposium. The symposium will be held December 20, 1984. The opening address will be "New Jersey's Contribution to the Constitutional Convention," by Richard P. McCormick, Graduate School of Information and Library Studies, Rutgers University. Margherita Marchione, Editor of the Papers of Philip Mazzei, Fairleigh Dickinson University, will speak on "The Constitutional Society of 1784, Forerunner of the Constitutional Convention," focusing on Philip Mazzei, chief organizer and representative of Continental thought during this period. John Murrin, Princeton Historian, will present "Political Perspectives in the States which led to the Constitutional Convention."

James MacGregor Burns will give the luncheon address and provide a general overview of the discussions emphasizing continental philosophical thought, comparisons between Virginia and New Jersey leaders, and Mazzei as a bridge to European intellectuals.

Exhibit. An exhibit will be presented in October-November 1984 and will last several weeks in order to give the general public the opportunity to visit before and after the Symposium. The exhibit will include books and articles by and about Mazzei, and photographs and other documents and references.

Pamphlet. A pamphlet, entitled The Constitutional Society of 1784: A Bicentennial Exhibit, will consist of a description of exhibit materials, a brief sketch of Philip Mazzei's contribution, documents of the Constitutional Society (Resolution, Minutes of meetings, etc.) and a study guide. The pamphlet will be available to visitors at the exhibit.

Project Director: Margherita Marchione
Fairleigh Dickinson University
Madison Campus
285 Madison Avenue
Madison, New Jersey 07940
201-377-4700

Project Funding: New Jersey Committee for the Humanities

A Decade of Study of the Constitution

This project represents a three-year portion of a proposed ten-year program of television and radio broadcasts, publications and research dealing with the Constitution. During this three year period, the Institute will carry out:

> Three annual conferences of opinion leaders from the academy, journalism, government and the professions. Participants will discuss essays addressing specific constitutional issues that arose during the period

of the nation's founding and that continue to agitate politics. The essays will be based on research carried out by Institute scholars.

Publication of three volumes of essays on constitutional controversies, as these were covered in the conferences, to be used as texts in undergraduate and graduate courses in American history, politics and constitutional law, and by the general public.

Creation of six audio and videotape public policy forums, featuring prominent spokesmen for different points of view on constitutional issues.

The overriding concern of the project is to examine the extent to which and the ways in which political problems and tasks of the present are rooted in the early founding period, especially in the constitutional controversies and principles debated by the framers.

Project Director: Robert A. Goldwin
The American Enterprise Institute
1150 17th Street, N.W., Suite 1200
Washington, D.C. 20036
202-862-5912

Project Funding: National Endowment for the Humanities
Division of General Programs

The Denver Dialogues: "Our Living Heritage: The American Constitution"

This project is a series of four monthly forums, beginning in January 1984 and drawing on nationally prominent individuals to examine those significant moral, philosophical, and political values/assumptions that loomed vital to the nation at its conception some 200 years ago, and to examine how they may serve us today and in the future.

Each two-hour session will consist of one or two speakers followed by one or two respondents and a dialogue between knowledgeable people and interested citizens on the subjects listed.

The first topic is "The Trauma of Beginning," which will examine the philosophical tensions present at the time of the framing of the Constitution; tension, for example, between elitism and democracy, the majority and the minority, equality and liberty, federalism and states' rights, social and individual rights.

The second session on "The Continuing Controversy" will continue the discussion of philosophical tensions within and caused by the Constitution, and will focus on their implications for contemporary society.

The third session, "My Constitution Or Yours? Popular Perceptions of the American Constitution," will address perceptions held by various communities in American society with an emphasis upon those which reflect cultural diversity.

The final session, entitled "The Embattled Constitution: Will It Survive the 21st Century?" will examine whether the Constitution will be able to deal with the exigencies of the future. All sessions will be videotaped for broadcast.

Project Director: Donna Coellen
Unitarian Universalist Metro Denver Urban Coalition
1060 St. Francis Way
Denver, Colorado 80204
303-623-2340

Project Funding: The Colorado Humanities Program

Does Vermont Have A Constitutional Right to a Decent Environment?

This 1979 project consisted of a mock trial, testing a hypothetical state statute guaranteeing the right to a decent environment. A developer was assumed to have submitted a proposal to develop an alpine slide on one of Vermont's most scenic and historically significant mountains, and a suit was brought to stop the hypothetical proposal. In a format that blended aspects of trial court and appeals court, legal scholars and witnesses presented arguments on different sides of the issue, with the audience serving as the jury. Three witnesses were called on to support and three to oppose the suit: an ecologist, economist, philosopher, art historian, historian and planner. Legal scholars provided opposing summaries at the beginning and the close of the trial, setting forth arguments for and against the right provided in the hypothetical statute. After the witnesses and arguments, the audience was asked to deliberate and produce a verdict. The audience was actually asked to rule on three questions: should the suit be upheld, should the legislature consider establishing such a statute in fact, and is there such a thing as a constitutional right to a decent environment?

A pamphlet is available describing the project in more detail.

Project Director: Richard Brooks
Head of the Environmental Law Center
Vermont Law School
South Royalton, Vermont 05068
802-763-8303

Project Funding: Vermont Council on the Humanities and Public Issues

Federal Democracy and Human Rights: Agenda and Prospects for America's Third Century

A fourteen-part lecture series beginning in November 1982 and continuing through 1984. The lecture and discussion series will examine (1) the contributions of American federalism to democratic governance and human rights protection (2) problems, conflicts, and success encountered since 1789, and

(3) the future of federal democracy in the United States. The guest lecturers include distinguished scholars and/or public servants. The goal of the series is to help citizens better understand the nature and purposes of the American Federal system.

Project Director:	John Kincaid Department of Political Science North Texas State University Denton, Texas 76203 817-788-2276
Project Funding:	Texas Committee for the Humanities

Intellectual Freedom

This was a series of three public forums, held weekly in 1977, featuring presentations by a panel of four speakers followed by discussion. Each forum was the focus of a book display in the library and was followed the next day by a book review and discussion concerning a book related to the topic discussed at the forum. Topics for the series included "The Right of Expression vs. a Community's Need for Order," "The Rights of the Press vs. an Individual's Right to a Fair Trial," and "The Right of Free Expression vs. Community Standards of Decency." Scholars in American history and jurisprudence joined representatives of the press and the local historical society in developing presentations.

Project Director:	Pat Bates Rutland Free Library 136 Lincoln Avenue Rutland, Vermont 05701 802-775-3599
Project Funding:	Vermont Council on the Humanities and Public Issues

The Legacy of George Mason: The First Amendment

A lecture series held in 1983 that included "George Mason and the Origins of the First Amendment" by Robert A. Rutland, Professor of History, University of Virginia; "Religious Freedom: As Amended by the Founding Mothers" by Rosemary Keller, Associate Professor of Religion and American Culture, Garrett-Evangelical Theological Seminary; "Freedom of Speech: Its Philosophical Roots" by Frederic Schauer, Cutler Professor of Law, College of William and Mary; and "Human Rights and American Foreign Policy: The New Realism" by Charles W. Maynes, editor, Foreign Policy. Additional scholars served as moderator and discussion leader at each evening lecture. The papers will be published.

Project Director: Josephine Pacheco
Professor of History
George Mason University
4400 University Drive
Fairfax, Virginia 22030
703-323-2000

Project Funding: Virginia Foundation for the Humanities and Public Policy

The Little Rock Crisis and the Constitution, 1954-1959

This was a research and publication project dealing with the constitutional issues arising out of the Little Rock school desegregation crisis in 1957. The project had three components:

Research. The scholar carried out research through review of documents, papers and reports, and through interviews in Little Rock; Washington, D.C.; Philadelphia; Santa Barbara; Madison, Wisconsin; and New York City.

Article. At the completion of the research phase, the scholar produced an article which was published in the Arkansas Historical Quarterly, which traced Little Rock's process of integration as it evolved from the U.S. Supreme Court's Brown decision in 1954 to the protracted litigation of Aaron v. Cooper (in which the NAACP appealed a decision which would have allowed the Little Rock School Board to delay the integration order for 2½ years). The article examines the role of the Bar, the uses of states' rights as an ideology, the intermeshing of politics and the federal judicial process, and the conflicting perceptions of what is meant by "deliberate speed."

Book. In October 1984, Greenwood Press in Connecticut will publish the complete study as The Little Rock Crisis: A Constitutional Interpretation by Tony Freyer.

Project Director: Tony Freyer
Department of History
University of Alabama
Tuscaloosa, Alabama 35486
205-348-7100

Project Funding: Arkansas Endowment for the Humanities

The Miracle of Virginia: The Role of American Leadership (1765-1789)

A two-day symposium held in April 1932 to explore the reasons for the fact that the Virginia society of this period produced a host of leaders of the most extraordinary caliber and ability. Lectures included "The Great Generation Revisited" by Dumas Malone, Biographer-in-Residence, Professor of

History, University of Virginia; "Virtue and Vainglory: George Washington In His Time" by Marcus Falkner Cunliffe, University Professor, George Washington University; "James Monroe: From Virginia Traditionalist to International Leader" by Harry Ammon, Professor of History, Southern Illinois University at Carbondale; "The Scholarship of James Madison" by Robert A. Rutland, Editor-in-Chief, The Papers of James Madison, Professor of History, University of Virginia; "The Great Virginians: Their Role in County Politics and Local Governance" by William H.B. Thomas, Historian, Chairman, Orange County Bicentennial Commission, First President, The James Madison Memorial Foundation. Additional scholars provided opening remarks and introductions. Papers from the symposium were published.

Project Director: William H.B. Thomas
James Madison Memorial Foundation
129 Caroline Street
Orange, Virginia 22960
703-672-1776

Project Funding: Virginia Foundation for the Humanities and Public Policy

The National Archives Volunteers Constitution Study Group

This project is a series of six noontime lectures by area scholars, followed by discussions of topics related to the Constitution. The monthly series runs from January through June 1984, and the lectures are held in the National Archive Building in Washington. Lectures include "The State of the Constitution" by Edwin M. Yoder, Jr., Journalist; "American Political Parties and the Constitution" by Joseph B. Gorman and Thomas M. Burbin, Congressional Research Service, Library of Congress; "The Supreme Court: The First Ten Years" by Maeva Marcus, Supreme Court Papers Project; "The Constitution and the Presidency: Evolution of the Executive" by R. Gordon Hoxie, Center for the Study of the Presidency; "Women and the Constitution: Remember the Ladies" by Virginia Purdy, Civil Archives Division, National Archives and Records Service; and "The Civil War: Crisis of the Constitution" by Herman Belz, Department of History, University of Maryland.

The audience for the talks includes the general D.C. public, tourists, law school students and federal employees. All of the talks are being audiotaped, with the intention of eventually being published in book form.

Project Director: Ralph Pollock
Constitution Study Group
National Archives and Records Service
Washington, D.C. 20408
202-523-3183

Project Funding: D.C. Community Humanities Council

The New Federalist Papers

This project will support the syndication of a series of 216 newspaper articles commemorating the Bicentennial of the Constitution to 4,000 local, college and large metropolitan papers throughout the U.S. The best of the articles will then be collected and published in a single volume, to be called The New Federalist. The base of the project is the existing affiliation the Syndication has with 1,500 newspapers.

The series of articles will be organized under three general headings: philosophical foundations of the Constitution, specific provisions of the Constitution, and anniversaries of important events affecting the Constitution. Sample topics to be covered are:

The Constitution and the Declaration of Independence

Classical background to the development of Constitutional ideas

The influence of Locke, Hobbes, Montesquieu, Harrington and others on the Constitution

Church and State in the founding

The place and legal status of women in the founding

The New Federalist, which will include the best of the articles, will emphasize the relationship between constitutional thinking today and that of the founding period. It will be available in paperback.

Project Director:
Larry P. Arnn
Public Research, Syndicated
480 N. Indian Hill Boulevard
Claremont, California 91711
714-621-5831

Project Funding:
National Endowment for the Humanities
Division of General Programs

A New Order of the Ages

The project will complete two years of a projected seven-year program of scholarship and public education to commemorate the Bicentennial. All activities will be devoted to examining the Founders' claim that the principles embodied in the Constitution were applicable to all men at all times, and that their adoption inaugurated a new epoch in political history. Activities will include:

Two three-day conferences, featuring presentations by humanities scholars and persons prominent in public life and the arts. The presentations will be divided between research papers, developed by and large for academic and professional readers, and lecture presentations for a general conference audience. One paper from each panel will then be selected to be published in monograph form. The panels will deal with such topics as "The Declaration and the Constitution," "Natural Rights and the Constitution," and "Slaves and Freedmen Under the New Order." The second conference will have as its general subject: "Democracy in America: Alexis de Tocqueville Observes the New Order," and will celebrate the sesquicentennial of the publication of Tocqueville's book.

A series of annual lectures on Constitutional Statesmanship, each by an outstanding scholar speaking on the contribution of a particular statesman to the development of the Constitution. The first lecture will be on "Jefferson and the Consent of the Governed," and will be given by Merrill Peterson of the University of Virginia.

A local Bicentennial Speakers Program, to provide speakers for civic, social, professional, and educational organizations. Thirty local scholars with expertise in different areas of constitutional studies, from thirteen separate colleges will prepare talks to be given to organizations at regularly scheduled meetings.

Bicentennial Pamphlets. In connection with the Local Bicentennial Speakers Program, pamphlets will be developed, each containing an essay by an area scholar on relationships between local concerns and constitutional principles. In addition, a Readings pamphlet will also be produced, offering a brief bibliography of sources related to the project's overall theme.

Library Exhibits. Display exhibits will be developed, including documents, photographs, portraits, and books associated with the personages and events emphasized in the conference, lectures and speakers program.

Radio broadcast of selected portions of the panels and lectures. One hour programs will be created and will be made available for broadcast on National Public Radio.

Project Director: Ken Masugi
The Claremont Institute
480 North Indian Hill Boulevard
Claremont, California 91711
714-621-6825

Project Funding: National Endowment for the Humanities
Division of General Programs

Pilot Summer Institute on the U.S. Constitution

This was an exploratory workshop, involving elementary and secondary teachers, held in June, 1983 in conjunction with an NEH Planning Grant to develop a comprehensive plan leading to the Bicentennial. Teachers in social sciences, literature, art, music and other areas attended a week-long institute of talks, films and videotapes dealing with the framing of the Constitution, constitutionalism, judicial review, and the relationship between Oklahoma history and constitutional issues, including attention to Native American aspects of that history.

In addition to the lectures and discussions, teachers received much printed material and resource information to use in curriculum planning.

Project Director: Dan Davis, Associate Dean
College of Liberal Studies
University of Oklahoma
1700 Asp Avenue
Norman, Oklahoma 73037
405-325-1061

Project Funding: Oklahoma Foundation for the Humanities

Planning/American Constitutional Democracy

This is a program to plan for study and discussion by the citizens of Nebraska of the past, present, and future of American constitutional democracy. A planning group of academic specialists will work in conjunction with a citizen advisory committee to plan a national conference in the spring of 1987. Nationally known specialists will be asked to present formal addresses and lead workshops on major topics, and study guides will be prepared on these topics for advance distribution.

Invited to attend will be opinion leaders (e.g. members of the state legislature, school and local government officials, newspaper editors, lawyers, etc.) from local communities across the state. After the conference, participants will arrange to establish study discussion groups in their home communities, using resources made available at the conference. Major themes for study and discussion include: The Changing American Value System--What is Still Vital in the Thought of the Founding Fathers; Federalism--Its Purpose, Current Status, and Future Prospects; The Balancing of Powers--Executive-Legislative-Judicial Roles in a Changing World; The First Amendment--Do Rights Imply Responsibilities?; Civil Rights--Equality of Opportunity or Equality of Results?; "To insure Domestic Tranquility"--Reconciling Law and Order.

Project Director:	John Braeman University of Nebraska--Lincoln History Department 642 Oldfather Hall Lincoln, Nebraska 68588-0327 402-472-3253
Project Funding:	Nebraska Committee for the Humnities

Project '87

This project, sponsored by the American Historical Association and the American Political Science Association, is a multi-year program of research and scholarly exchanges, conferences--especially on the teaching of the Constitution in schools and colleges--and programs for the general public. More specifically, Project '87 will:

Undertake scholarly conferences on the Constitution.

Organize seminars, colloquia and lectures involving major scholars for college faculty, students and the general public.

Prepare materials for secondary teachers on the Constitution and Constitutional issues.

Produce radio and television programs dealing with the relation between contemporary issues and the Constitution.

Produce a filmography for use mainly by secondary schools and colleges.

Coordinate museum exhibits.

Publish a periodical, "...this Constitution," covering information, ideas, activities and resources related to the Bicentennial.

Publish a curriculum resource book aimed at secondary schools.

Encourage programs in which foreign scholars are invited to examine the Constitution and its international significance.

Project Director:	Sheilah Mann The American Constitutional Bicentennial 1527 New Hampshire Avenue N.W. Washington, D.C. 20036 202-483-2512
Project Funding:	The American Historical Association The American Political Science Association

Shays' Rebellion Film

This project will produce a film on the Shays' Rebellion uprising that took place in western Massachusetts in 1786-87 and influenced subsequent national and state events. It was part of the background against which the U.S. Constitution was written, debated and ratified.

The working title of the film is "A Little Rebellion Now and Then: Prologue to the United States Consitution." This film of approximately 30 minutes will consist of four parts: (1) Postwar Depression and the Chain of Debt, 1783-86 (2) From Petition to Regulation--August-December, 1786 (3) From Regulation to Rebellion--January-February, 1787, and (4) Towards a More Perfect Union--1786-1788. The film will combine period music, engravings, documents, paintings, cartoons, maps, woodcuts, landscapes, shipping scenes, and dramatic re-creation. It will provide background on the emerging commercial society and the postwar depression of the time, examine Shays' Rebellion itself as a clash between classes and cultures, and show how the rebellion had a direct impact on the Constitutional Convention.

Project Directors: Christine Dall and Randall Conrad
Calliope Film Resources
35 Granite Street
Cambridge, Massachusetts 02139
617-547-7931

Project Funding: Massachusetts Foundation for Humanities and Public Policy

Statesmanship and the Constitution

A free public symposium on Statesmanship and the Constitution held in October 1983. Lectures included "Statesmanship, Rhetoric and the Constitution," "Statesmanship and Public Opinion," "Judicial Statesmanship and the Constitution," and "Politics and the Limits of Statesmanship." Allen Bloom from the University of Chicago spoke on the problems of relating leadership to popular opinion and majority rule, and Harry Clor from Kenyon College discussed the issue of the leadership role of judges. The symposium was advertised to area colleges, schools and civic organizations, and resulted in several scholarly papers and commentaries.

Project Director: Eugene W. Hickok, Jr.
Center for the Study of the Constitution
133 West High Street
P.O. Box 987
Carlisle, Pennsylvania 17013
717-245-1527

Project Funding: Pennsylvania Humanities Council

The Structuring of Liberty

The first day of this three-day program will consist of a ceremonial procession, talks by a member of the judiciary and an academic, and a selection of Revolutionary period music. The second day will have constitutional seminars and teach-ins by area faculty members on constitutional themes, and a televised debate on the constitution. The debate will have nationally known presenters, college debating team seconders and be developed in cooperation with a local television station. The third day will have an intercontinental video interchange, by satellite, in which teams at each center, consisting of a leading jurist and a constitutional authority, engage in a discussion of constitutional issues. The program envisages a speakers' panel to address community groups on the project's theme, a facsimile gazette with news items relating to the constitution, encouragement of local organizations to undertake constitutional programs and possibly video tapes of all sessions to be distributed to other groups.

Project Director: Stanley Newman
Department of Political Science
Temple University
Philadelphia, Pennsylvania 19122
215-787-7782

Project Funding: Pennsylvania Humanities Council

Teaching Federalism in American Schools

A workshop held in August 1983 and February 1984 to aid civics teachers in the development of teaching strategies and materials for an examination of the historic tension between "freedom" and "order" in the U.S. federal system. The workshop consisted of lectures on "Federalism--Liberty, Law and Order: Historical Backgrounds," "The Development of Constitutional Law," "American Federalism: Dead or Alive," and "Federalism and the Supreme Court." Small group discussions then followed on "The Evaluation of State Approved Civics and History Textbooks" as well as on "Teaching Strategies for the Concepts of Liberty, Law and Order." A related conference will acquaint parents of secondary school students with changing concepts of federalism and their importance for education today.

Project Director: Michael White
McLennon Community College
1400 College Drive
Waco, Texas 76708
817-756-6551

Project Funding: Texas Committee for the Humanities

Teaching the Constitution in Secondary Schools

A professor of history and political science led a one-day workshop in August 1983 for teachers, using the materials developed by the American Historical Association and the American Political Science Association for the bicentennial. The teachers were welcomed by a local attorney who gave an overview of the constitution. In the afternoon, the project director worked with teachers to show how Howard Mehlinger's Teaching About the Constitution in American Secondary Schools and other resource materials could be used in their classrooms.

Project Director: Roger Tate
Somerset Community College
Somerset, Kentucky 42501
606-678-8174

Project Funding: Kentucky Humanities Council

this Constitution: A Bicentennial Chronicle

A magazine published by Project '87 of the American Historical Association and the American Political Science Association, as a part of their effort to forge a link between scholars of the Constitution and the people who will be planning programs for the public and for the schools in observance of this historical occasion. this Constitution features three distinct sections. The first section contains essays designed to suggest themes and topics for Bicentennial programs, and will address a wide range of "Enduring Constitutional Issues." The second section of the magazine highlights documents relating to the Constitution, accompanied by explanation of their context and analysis of their importance. The third section contains information received from program planners and provides a clearinghouse about Bicentennial events. Funding sources for Bicentennial programs and activities will also be described.

Project Director: Sheila Mann, Director
Project '87
1527 New Hampshire Avenue, N.W.
Washington, D.C. 20036
202-483-2512

Project Funding: National Endowment for the Humanities

Today's Constitution and You

A series of activities will take place between December 1982 and August 1984, involving high school students and adults and comprising seminars, library displays, news articles, curriculum workshops, television programming and debates. The purpose is to acquaint students and citizens in as many ways as possible with the origin of the Constitution and its evolution since ratification, and to use constitutional issues as a basis for increasing citizen understanding of how government works.

The content of all project activities is based on four themes identified by scholars: (1) the function of a written constitution (2) balance between state and federal authority (3) distribution and balance of power among the legislative, executive and judicial branches of government and (4) the nature of individual citizens' relationship with the government.

Special events included constitutional conventions held by students in Seattle, Olympia and Walla Walla in which they defended, amended or rewrote parts of the Constitution, and public debates on several areas of policy concern:

> the constitutionality of DWI road blocks, debated by an attorney and a law professor;
>
> the question of state and federal jurisdictions regarding the topic, "Can Congress deny the State of Washington the freedom to prohibit the construction of nuclear power plants?" debated by two lawyers;
>
> freedom of religion, using the framework of the Lynch vs. Donnely case, which challenged a Nebraska town's action in erecting a nativity scene, debated by two scholars.

The program also includes an "Exercise Your Constitution" program aimed at increasing voter registration among eligible high school students in a student-to-student registration campaign. Registered students are trained as deputy registrars to register other students during the first week of May. The program includes both public and private high schools.

Project Director: Robin Anderson
Metrocenter YMCA
909 Fourth Avenue
Seattle, Washington 98104
206-383-5013

Project Funding: Washington Commission for the Humanities

Today's Constitution and You

This grant will assist five Pacific Northwest cities in producing a comprehensive plan of activities and resources that will ensure (1) the highest quality of information and discusion of the U.S. Constitution (2) high visibility, recognition and support for the activities and (3) the fullest use of resources represented by scholars, libraries and educational institutions. The grant period is from December 1983 to July 1984. The intention is to extend the focus and activity of the "Today's Constitution and You" project funded earlier by the Washington Commission for the Humanities and described above.

An introductory meeting will bring lead scholars from the Tri-Cities area of Washington State, Boise, Idaho, Salem and Portland, Oregon, together with Seattle project scholars for a half-day seminar in Seattle. Seattle scholars will present the "Today's Constitution and You" project concept and firmly establish the four constitutional themes. (The function of a written constitution; balance between state and federal authority; distribution and balance of power among the legislative, executive, and judicial branches of government; and the nature of individual citizens' relationship with the government.) Scholars will then cite their experiences in developing the structure and content of project activities, emphasizing how activities were selected and organized, and how scholars were recruited to fill programmatic need. A complete package of materials describing the pilot project will be presented to each scholar.

Representatives from the Washington, Idaho and Oregon humanities organizations will also be invited to attend the introductory meeting. At a second meeting, to be held in each city, Seattle staff and the scholar liaison will travel to the planning group's initial meeting to assist scholars in presenting and preparing the "Today's Constitution and You" program concept.

Project Director: Robin Anderson
Metrocenter YMCA
909 Fourth Avenue
Seattle, Washington 98104
206-382-5013

Project Funding: National Endowment for the Humanities

Toward a More Perfect Union

A three-part series for public television on the American Constitution is currently in the developmental stage. A communications specialist and a team of historians are planning these historical documentaries which are not intended to be a chronological narration, but rather a look at circumstances, events and ideas that shaped the Constitution. The first program will deal with the period leading up to the Constitutional Convention; the second program will cover the Convention itself as well as the ratification battle and the Bill of Rights; and the third will discuss developments after 1787 such as the debate over policy, formation of political parties, court cases, etc.

Project Directors: John T. Blair
1892 Locust Lane
P.O. Box 2954
Harrisburg, Pennsylvania 17105
717-236-6000

and

Marc Epstein
P.O. Box 18938
Philadelphia, Pennsylvania 19119
215-242-5684

Project Funding: Pennsylvania Humanities Council

Vermont and the New Nation--1750-1800

This project will present seven book and document discussion programs developed in 1983. About seventy hours of reading are spread over the fourteen-week series, with readings divided between primary documents such as James Madison's "Notes of Debates in the Federal Convention of 1787" and The Federalist, and outstanding commentaries. Scholars lead the discussion programs by giving 45-minute lectures followed by a one-hour discussion and question and answer session. The series is being tested during the winter of 1984, and it will be revised if necessary and retested in the fall. A total of six towns will host the series by the end of 1984. The books given to participants include Ethan Allen: Frontier Rebel by Charles Jellison, Sources and Documents Illustrating the American Revolution by Samuel Eliot Morison, The Creation of the American Republic by Gordon S. Wood, The Federalist, the antifederalist "Letters From Brutus," The Constitution: A Documentary and Narrative History by Page Smith, The Vermont Constitution of 1777, "James Madison: Father of the Constitution?" by Harold Schultz, and Jefferson and Madison: The Great Collaboration by Adrienne Koch.

Project Director: Michael Bouman, Associate Director
Vermont Council on the Humanities and Public Issues
Box 58
Hyde Park, Vermont 05655
802-888-3183

Project Funding: A special award from the National Endowment for the Humanities to the Vermont Council on the Humanities and Public Issues

The Virginia Jefferson Meeting on the Constitution

This project will create a public forum for consideration of the question: "Has the nation truly achieved representative government?" All citizens of Virginia were eligible to apply to be considered for selection as one of the 150 delegates to the Virginia Jefferson Meeting, scheduled for March 1984. The agenda is restricted to issues relating to the structure of the federal government and the question of whether the nation has achieved representative government. The Jefferson Meeting does not advocate change, but means to provide a new form of participation; an open forum through which people can examine the system as it enters its third century.

Delegates will shape the meeting by setting the agenda and running the debate. The kinds of questions which might be addressed include: Would abolishing the electoral college make the presidential election more precisely representative of the people's choice?; Would a single six-year presidential term make the Chief Executive more or less effective?; Would the "item" and "legislative" vetoes facilitate the dealings between Congress and the president without upsetting the system of checks and balance?; Would Congress perform better if the House members had longer terms?; Is there a Constitutional way to limit campaign contributions and expenditures?; Should the people have the right to initiate federal legislation by petitioning the Congress?; Would the judicial system be improved by establishing terms of office or a retirement age for Supreme Court and federal justices? This prototype conference may be the first of a state-by-state series.

Project Director: Alice O'Connor
Executive Director
The Jefferson Foundation
P.O. Box 33108
Farragut Station
Washington, D.C. 20033
202-466-2311

Project Funding: Virginia Foundation for the Humanities and Public Policy

FILMS

The following list of films is taken from Lessons on the United States Constitution, a book of more than sixty lessons for secondary school students developed by John H. Patrick of the Social Studies Development Center, Indiana University and Richard Remy of the Citizenship Development Program, Ohio State University for Project '87* with a grant from the National Endowment for the Humanities. Paul Finkelman of the University of Texas served as consulting historical editor. Lessons on the United States Constitution will be published in the fall of 1984.

Several of the films were reviewed for selection by a panel of classroom teachers, historians, political scientists, curriculum developers and social studies specialists in a study conducted by the Agency for Instructional Television, Bloomington, Indiana. Others were chosen on the basis of annotations in the Index to 16mm Educational Films, published by the National Information Center for Educational Media at the University of Southern California, and the Educational Film Locater, published by R.R. Bowker.

*Project '87 is the joint effort of the American Historical Association and the American Political Science Association to commemorate the Bicentennial of the Constitution through the support of educational, scholarly and public programs. For further information on these programs, or on Lessons on the United States Constitution, contact Project '87 at 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036.

FILMS

ORIGINS AND PURPOSES OF THE CONSTITUTION

AMERICAN REVOLUTION--THE POSTWAR PERIOD (11 minutes; color; 16mm; 1975)

This film follows the major events leading to the formation of the United States and the development of the Constitution. From the AMERICAN REVOLUTION series. (Available from Coronet Instructional Films, 65 E. South Water Street, Chicago, IL 60601, 800-621-2131, $261 purchase, not available for rental.)

INVENTING A NATION (52 minutes; color; 16mm; 1972)

In 1787, prominent colonists met in Philadelphia to develop a framework for governing the colonies. "Inventing a Nation" dramatizes the secret debates among Hamilton, Mason and Madison, and shows the contributions made by each to the final form and adoption of the Constitution. From AMERICA: A PERSONAL HISTORY OF THE UNITED STATES series. (Available from Time-Life Video, 100 Eisenhower Drive, Paramus, NJ 07652, 201-843-4545; $900 purchase or $100 rental.)

TO FORM A MORE PERFECT UNION (30 minutes; color; 16mm; 1974)

This film depicts the struggle waged by the Federalists and the anti-Federalists over ratifying the Constitution, highlighting Samuel Adams' and John Hancock's roles in ensuring ratification by the Massachusetts Convention. From DECADES OF DECISION: THE AMERICAN REVOLUTION series. (Available for purchase from National Geographic Society, 17 & M Street N.W., Washington, D.C. 20036, 800-368-2728, $465 purchase; available for previews and rentals from Karol Media, 625 From Road, Paramus, NJ 07652, 201-262-4170, $33 rental.)

MAIN PRINCIPLES OF GOVERNMENT IN THE CONSTITUTION

CAPITAL PUNISHMENT (23 minutes; color; 16mm; 1976)

Presents a dramatization of the sentencing phase of a convicted murderer's trial, including the arguments for and against capital punishment. From BILL OF RIGHTS IN ACTION series. (Available from Barr Films, 3490 East Foothill Boulevard, Pasadena, CA 91107, 213-681-6978, $420 purchase, $42 rental.)

DE FACTO SEGREGATION (22 minutes; color; 16mm; 1972)

Dramatizes events and cases involving issues surrounding the limits of freedom guaranteed by the Bill of Rights. From BILL OF RIGHTS IN ACTION series. (Available from Barr Films, 3490 East Foothill Boulevard, Pasadena, CA 91107, 213-681-6978, $435 purchase, $43.50 rental.)

DUE PROCESS OF LAW (23 minutes; color; 16mm; 1971)

A college student is suspended following a rock-throwing incident during a campus demonstration. The film presents opposing interpretations of the due process clause of the Fifth Amendment, and suggests that due process is time consuming and often in conflict with the immediate need to avoid further violence. The result of the student's application for reinstatement is left open-ended. From BILL OF RIGHTS IN ACTION series. (Available from Barr Films, 3490 East Foothill Boulevard, Pasadena, CA 91107, 213-681-6978, $440 purchase, $44 rental.)

EQUAL OPPORTUNITY (22 minutes; color; 16mm; 1969)

Two factory workers of different races compete for the same promotion. The film reviews the constitutional issues involved in establishing equal employment opportunity and deals with seniority, union contracts, qualifications of competing employees, and differing interpretations of "discrimination." The film is open-ended. From BILL OF RIGHTS IN ACTION series. (Available from Barr Films, 3490 East Foothill Boulevard, Pasadena, CA 91107, 213-681-6878, $450 purchase, $45 rental.)

FREEDOM OF THE PRESS (21 minutes; color; 16mm; 1973)

A reporter refuses to cooperate in a criminal investigation, protecting the source of his news story. The film questions the meaning of the First Amendment's prohibition against laws that abridge freedom of the press. From BILL OF RIGHTS IN ACTION series. (Available from Barr Films, 3490 East Foothill Boulevard, Pasadena, CA 91107, 213-681-6878, $415 purchase, $41.50 rental.)

FREEDOM OF RELIGION (21 minutes; color; 16mm; 1969)

The Bill of Rights guarantees freedom of religion, but what if laws are broken or life is endangered in the exercise of that freedom? The film uses a blood transfusion case to discuss constitutional issues and analyze when society's interest outweighs an individual's constitutional right to freedom of religion. From BILL OF RIGHTS IN ACTION series. (Available from Barr Films, 3490 East Foothill Boulevard, Pasadena, CA 91107, 213-681-6878, $385 purchase, $38.50 rental.)

FREEDOM OF SPEECH (21 minutes; color; 16mm; 1968)

The film uses the case of a controversial speaker convicted of disturbing the peace to stress the importance and complexity of the issues involved in free speech. The lawyers argue the constitutional issues in an appeals court. From BILL OF RIGHTS IN ACTION series. (Available from Barr Films, 3490 East Foothill Boulevard, Pasadena, CA 91107, 213-681-6878, $370 purchase, $37 rental.)

THE PRIVILEGE AGAINST SELF-INCRIMINATION (23 minutes; color; 16mm; 1972)

The film uses drama to point out the Fifth Amendment's protection of the accused against coerced confessions and against overzealous law enforcement for "crimes" of thought and speech. From BILL OF RIGHTS IN ACTION series. (Available from Barr Films, 3490 East Foothill Boulevard, Pasadena, CA 91107, 213-681-6978, $450 purchase, $45 rental.)

THE STORY OF A TRIAL (21 minutes; color; 16mm; 1976)

Using a case involving two young men accused of a misdemeanor, the film provides an introduction to procedures that protect citizens' rights and the constitutional safeguards of the accused. From BILL OF RIGHTS IN ACTION series. (Available from Barr Films, 3490 East Foothill Boulevard, Pasadena, CA 91107, 213-681-6978, $395 purchase, $39.50 rental.)

AMENDING AND INTERPRETING THE CONSTITUTION

THE CIVIL WAR: THE ANGUISH OF EMANCIPATION (27 minutes; color; 16mm; 1972)

The film borrows dialogue from speeches and written records to dramatize Lincoln's personal struggle to ensure the preservation of the Union and uphold the Constitution, while simultaneously striking a blow at slavery. It shows the horror and futility of war as a means to resolve political disputes, and reveals how emancipation was determined more by military necessity than moral imperatives. (Available from Learning Corporation of America, 1350 Avenue of the Americas, New York, NY 10019, 212-397-9360, $445 purchase, $40 rental.)

THE CONSTITUTION AND MILITARY POWER (29 minutes; black and white; 16mm; 1959)

The film dramatizes the story of a U.S. citizen of Japanese ancestry who tries to avoid detention and relocation during World War II. The film follows his uit through the courts and also ummarizes a previous related court decision of 1866, Milligan Ex Parte. From DECISION: THE CONSTITUTION IN ACTION series, National Educational Television. (Available from Indiana University, Audio-Visual Center,
Bloomington, IN 47405, 812-335-8087, $250 purchase, $9.50 rental.)

DECISION FOR JUSTICE (27 minutes; black and white; 16mm; 1955)

The film presents a dramatic reenactment of John Marshall's contributions to the establishment of the Supreme Court as the ultimate interpreter of the Constitution. (Available from Indiana University, Audio-Visual Center, Bloomington, IN 47405, 812-335-8087, $210 purchase, $7.75 rental.)

FOCUS ON THE VICE PRESIDENCY (15 minutes; black and white; 16mm; 1974)

The film traces the history of the office of the Vice President, emphasizing Vice Presidents of the twentieth century and the importance of the Twenty-Fifth Amendment. (Available from King Features Entertainment, 235 East 45th Street, New York, NY 10017, 212-682-5600, ext. 344, $250 purchase, $50 rental.)

EQUALITY UNDER THE LAW--THE LOST GENERATION OF PRINCE EDWARD COUNTY
(25 minutes; color; 16mm; 1967)

In 1959, public schools were closed and white children in Prince Edward County were encouraged to attend segregated schools. The film analyzes the case as a constitutional violation. From OUR LIVING BILL OF RIGHTS series. (Available from Encyclopedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, IL 60611, 800-621-3900, $320 purchase, $32 rental.)

FREE PRESS/FAIR TRIAL (30 minutes, black and white; 16mm; 1973)

This film reports in depth on the dilemma of balancing First Amendment guarantees of an uninhibited press and the public's right to know with the Sixth Amendment's guarantee of a defendant's right to a speedy and fair trial by an impartial jury. Film clips from the trials of Bruno Hauptman, Dr. Sam Sheppard, Billie Sol Estes, Lee Harvey Oswald, and Wayne Henley, Jr., plus clips of Nixon and Agnew claiming press prejudices, are included. (Available from Indiana University, Audio-Visual Center, Bloomington, IN 47405, 812-335-8087, $250 purchase, $9.50 rental.)

GEORGE WASHINGTON AND THE WHISKEY REBELLION: TESTING THE CONSTITUTION
(27 minutes, color; 16mm; 1974)

Enforcement of the federally imposed whiskey tax is the issue used to demonstrate the new nation's first challenge. The film uses dramatic action of Washington's military efforts against western Pennsylvania farmers' lawlessness. (Available from Learning Corporation of America, 1350 Avenue of the Americas, New York, NY 10019, 212-397-9360, $445 purchase, $40 rental.)

IMPEACHMENT (18 minutes, color, 16mm, 1974)

The film examines the process of impeachment and removal of the President from office, using excerpts from the Constitution and their relation to the practice of government. It reviews the impeachment and trial of Andrew Johnson. (Available from Texture Films, Inc., P.O. Box 1337, Skokie, IL 60076, 312-256-4436, $210 purchase, $40 rental.)

JUSTICE BLACK AND THE BILL OF RIGHTS (32 minutes; color; 16mm; 1968)

Supreme Court Justice Black explains his views on interpreting the Constitution, freedom of speech, freedom of assembly, and the rights of the accused. He also answers reporters' questions on the philosophy of the Bill of Rights in relation to current issues of law, morality, freedom of speech and civil rights. (Available from BFA/Phoenix Films, 468 Park Avenue South, New York, NY 10016, 800-221-1274, $550 purchase, $73 rental.)

JUVENILE LAW (23 minutes; color; 16mm; 1974)

Two brothers--one age 18, the other, 15--are arrested for a crime. The film shows the contrast between adult criminal procedures and juvenile law, and raises questions about the paternalistic character of juvenile justice and the constitutional issues involved in reforming the juvenile justice system. From the BILL OF RIGHTS IN ACTION series. (Available from Barr Films, 3490 East Foothill Boulevard, Pasadena, CA 91107, 213-681-6978, $450 purchase, $45 rental.)

POWERS OF THE PRESIDENCY--ARMED INTERVENTION (21 minutes; color; 16mm; 1973)

This dramatization deals with the need for military intervention when the interests of the United States are vitally affected by events in another country. A fictional president of the U.S. must quickly choose a course of action in a swiftly changing situation with conflicting information; the film is open-ended. (Available from Barr Films, 3490 East Foothill Boulevard, Pasadena, CA 91107, 213-681-6978, $415 purchase, $41.50 rental.)

POWERS OF THE PRESIDENCY--ECONOMIC CONTROLS (23 minutes; color; 16mm; 1975)

The complexity of the President's decisions is dramatized in this film. Runaway inflation and an inactive Congress force a fictional U.S. president to order wage and price controls. The film questions the constitutional authority for doing this, but leaves the answer open for discussion. (Available from Barr Films, 3490 East Foothill Boulevard, Pasadena, CA 91107, 213-681-6978, $435 purchase, $43.50 rental.)

RIGHTS, WRONGS AND THE FIRST AMENDMENT (27 minutes; color; 16mm; 1974)

The film uses such events as the Palmer Raids of World War I, forced relocation of Japanese Americans in World War II, hearings of the Cold War, conspiracy trials of the Vietnam conflict, and the Watergate invasions of privacy to trace the history of freedom of speech, freedom of the press and freedom of assembly in the United States. It dramatizes the difficulties of integrating personal freedom with legitimate national security needs. (Available from Sterling Educational Films, 241 East 34th Street, New York, NY 10016, 212-683-6300, $325 purchase, not available for rental.)

SEARCH AND PRIVACY (22 minutes; color; 16mm; 1968)

A suspected narcotics peddler and police efforts to make an arrest are the focus of three dramatic sequences. The film highlights the police's dual role in apprehending criminals yet protecting individuals from unreasonable search and invasion of privacy. Questions are raised about the reasonableness of search methods and the use of electronic surveillance. From BILL OF RIGHTS series. (Available from Churchill Films, 662 North Robertson Boulevard, Los Angeles, CA 90069-9990, 213-657-5110, $310 purchase, not available for rental.)

SPEECH AND PROTEST (22 minutes; color; 16mm; 1968)

As an introduction to the First Amendment, this film dramatizes situations where freedom of speech or assembly might be questioned. Students discuss foreign policy and academic freedom, and an anti-war demonstration at a chemical plant is enacted. Alternative conclusions are included. From the BILL OF RIGHTS series.
(Available from Churchill Films, 662 North Robertson Boulevard, Los Angeles, CA 90069-9990, 213-657-5110, $310 purchase, not available for rental.)

THE UNITED STATES SUPREME COURT: GUARDIAN OF THE CONSTITUTION (24 minutes; color; 16mm; 1973)

The continuing evolution of the Supreme Court is traced through historical highlights and landmark cases and through the insights of several prominent authorities commenting on the jurist's viewpoint and the power of judicial review. (Available from the Encyclopedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, IL 60611, 800-621-3900, $420 purchase, $42 rental.)

WOMEN GET THE VOTE (25 minutes; black and white; 16mm; 1962)

Using historical footage the film shows the difficult and sometimes violent course of the campaign for women's voting rights leading to Susan B. Anthony's triumph in 1919. From the TWENTIETH CENTURY series. (Available from CRM/McGraw Hill Films, 674 Via de la Valle, P.O. Box 641, Del Mar, CA 92014, 619-453-5000, $295 purchase, $22 rental.)

WOMEN'S RIGHTS (22 minutes; color; 16mm; 1974)

A high school girl wants to swim on the boys' team but is thwarted by state bylaws which prohibit her from doing so. The film shows the unconstitutionality of the bylaws based on the Fourteenth Amendment's guarantee of equal protection of the law to all citizens regardless of race or sex. From the BILL OF RIGHTS IN ACTION series. (Available from Barr Films, 3490 East Foothill Boulevard, Pasadena, CA 91107, 213-681-6978, $445 purchase, $44.50 rental.)

LANDMARK CASES OF THE SUPREME COURT

FREE PRESS VS. FAIR TRIAL BY JURY: THE SHEPPARD CASE (30 minutes; color; 16mm; 1969)

The conflict between the rights of the press and the rights of the accused to a fair jury trial are explored in this film. The 1954 case involving major constitutional issues and the 1966 Supreme Court decision establishing guidelines to protect the accused from prejudicial publicity are presented by documentary materials on the case. From OUR LIVING BILL OF RIGHTS series. (Available from Encyclopedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, IL 60611, 800-621-3900, $445 purchase, $44.50 rental.)

FREEDOM TO SPEAK: THE PEOPLE OF NEW YORK VS. IRVING FEINER (23 minutes; color; 16mm; 1967)

This film combines reenactments with interviews of participants in the case of a college student whose conviction for incitement to riot was upheld by the U.S. Supreme Court. It shows how constitutional interpretations vary with time and changes in public opinion and raises the issues of freedom vs. security, liberty vs. law, right vs. responsibility, and liberty vs. license. From OUR LIVING BILL OF RIGHTS series. (Available from Encyclopedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, IL 60611, 800-621-3900, $420 purchase, $42 rental.)

JUSTICE UNDER LAW: THE GIDEON CASE (22 minutes; color; 16mm; 1967)

In the Gideon case, the defendant was tried and convicted without legal counsel. The film shows how Gideon, in prison, communicated with state and federal legislative bodies to obtain legal representation, and how the Bill of Rights and Oliver Wendall Holmes' interpretations guided the Supreme Court decision in the case. From OUR LIVING BILL OF RIGHTS series. (Available from Encyclopedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, IL 60611, 800-621-3900, $380 purchase, $38 rental.)

MARBURY VS. MADISON (36 minutes; color; 16mm; 1977)

This film dramatizes the Supreme Court decision which established its responsibility to review the constitutionality of acts of Congress. From EQUAL JUSTICE UNDER LAW series. (Available from the National Audiovisual Center, Order Section, Washington, DC 20409, 301-763-1896, $380 purchase, $35 rental.)

THE RIGHT TO LEGAL COUNSEL (15 minutes; color; 16mm; 1968)

The 1963 Gideon vs. Wainwright decision requiring that indigent defendants accused of serious crimes must be offered counsel overruled an earlier decision in Betts vs. Brady. When tried with adequate legal representation, the defendant, Gideon, was acquitted. (Available from BFA/Phoenix Films, 468 Park Avenue South, New York, NY 10016, 800-221-1274, $260 purchase, $37 rental.)

THE SCHEMPF CASE (35 minutes, color; 16mm; 1969)

This film asks whether Bible reading and the Lord's Prayer recited over a loudspeaker in a high school is a violation of the First Amendment. The issues and background are presented in the context of emotion-charged incidents, and the Supreme Court decision is reviewed. (Available from Encyclopedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, IL 60611, 800-621-3900, $560 purchase, $56 rental.)

SCHOLARS

This section lists individuals, for the most part university scholars, who are expert in some aspect of Constitutional history or principles and who have indicated an interest in assisting with projects as speakers and as consultants in the consideration of themes, ideas, and issues. The list identifies them by state, but many would be willing to travel to other parts of the country to participate in projects. Scholars will need to be contacted individually to determine their availability for any specific project.

The list represents names of persons known to us at the time this text was prepared for publication. Since we plan a supplement to this Resources Guide next year, we are still interested in the names of other scholars whose primary field of interest is in historical, philosophical, legal or political aspects of the American Constitution and who would be willing to be listed as a possible resource in developing or presenting projects. Please have the scholar contact the Federation office with the following information:

Name
Institutional Address
Telephone
General Field
Special Interests

SCHOLARS

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DISTRICT OF COLUMBIA

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IDAHO

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ILLINOIS

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Field: Constitutional law. **Special Interests:** First Amendment; Supreme Court decisions on state and local power in the federal system; Equal Protection; rights of privacy (substantive due process).

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Field: Constitutional amending since 1900. **Special Interests:** Amendements 18 and 21, amending procedures.

Ronald Seavoy
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Field: Constitutional History. **Special Interests:** Business History and the legal structure of industrialization.

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Field: Early American History; American Revolution. **Special Interests:** Comparative Canadian/United States social and legal development.

OKLAHOMA

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Field: Political Theory. **Special Interests:** American politics; The Founding Period.

Richard S. Wells
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OREGON

Claudia Burton
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Field: United States Constitution. **Special Interests:** Civil liberties (not including criminal procedure); State Constitutions.

Richard L.K. Collins
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305 Mesa Road, Santa Monica, California 90402 and Willamette University College of Law, Salem, Oregon 97301
Phone: 503-370-6402 (Oregon); 213-459-8166 (California)
Field: American Constitutional Law (federal and state). **Special Interests:** Individual Rights; Constitutional History; Noted State and Federal American Constitutional Jurists. Note that Prof. Collins has addresses in both Oregon and California.

Stephen Kanter
Lewis and Clark Law School
10015 S.W. Terwilliger Boulevard
Portland, Oregon 97219
Phone: 503-244-1181
Field: Constitutional Law and Criminal Law. **Special Interests:** Bill of Rights; Death Penalty; Constitutional Theory. Note: Professor Kanter will be on sabbatical leave, 1984-85.

James R. Klonoski
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Field: Supreme Court; Civil Rights and Liberties; Presidency. **Special Interests:** Presidency and Civil Liberties; Simulation of Supreme Court cases.

Susan M. Leeson
Judicial Fellow, Supreme Court (to 8/1/84); Department of Political

Science, Willamette University (after 8/1/84)
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Phone: 202-252-3407 (D.C.); 503-370-6292 (Oregon)
Field: Founding Period; Federalism. **Special Interests:** Frederick Douglass; judicial power; 5th Amendment "takings." Note that Prof. Leeson will be in Washington, D.C. until 8/1/84 and in Oregon thereafter.

Thomas D. Morris
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Field: constitutional law, jurisprudence. **Special Interests:** political theory of constitutionalism.

PENNSYLVANIA

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Temple University
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Phone: 215-787-1480
Field: The American Federal System. **Special Interests:** State Government and Politics; Federal and State Constitutions; American Political Culture; America as a Frontier Society.

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Field: Political Science: American Government and Politics. **Special Interests:** Federalism.

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Rosemont College
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Field: Current issues in Constitutional Law. **Special Interests:** Civil Rights and Civil Liberties.

Eugene W. Hickok
Center for the Study of the Constitution
Dickinson College
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Field: The Constitution, American Politics and American Political Thought. **Special Interests:** Congress and the Constitution, American Federalism, Citizenship and the Administrative State.

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Field: American constitution. **Special Interests:** Federalism, Civil Rights and Liberties.

M. Howard Mattsson-Boze
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Field: Early American and National periods. **Special Interests:** Federalist Era and Constitutional Convention.

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Field: Political Theory, American Political Theory. **Special Interests:** Federalist; Anti-Federalist political thought; Jefferson; Madison; Constitution's political theory.

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Field: Constitutional Law and Jurisprudence. **Special Interests:** Constitutional origins; constitutional history; civil liberties; jurisprudence.

RHODE ISLAND

E. Wayne Carp
The Papers of Nathanael Greene
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Providence, Rhode Island 02906
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Field: American Revolution, 1763-1789. **Special Interests:** Revolutionary origins of the Constitution; American political culture and war.

SOUTH CAROLINA

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Field: Constitutional Law. **Special Interests:** State-Federal relations and problems of multi-state taxation.

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Field: American constitional and legal history, 1607-1865. **Special Interests:** John Marshall; the Marshall Court; Private Property and Constitutional Liberty.

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Field: American constitutional and legal history. **Special Interests:** Civil Liberties (especially First Amendment); constitutionality of nuclear energy.

William Lasser
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Field: Supreme Court, Constitutional Law. **Special Interests:** Judicial politics; constitutional development.

Paul Peterson
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Field: American Political Philosophy. **Special Interests:** The Political Science of the Constitution; The Federalist Papers.

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Afro-American History Department
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Field: Afro-American History, Cultural History. **Special Interests:** Popular Culture, 1890-1940.

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Field: American Constitutional History. **Special Interests:** constitutional history in the Truman-Eisenhower era.

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Field: Constitutional Law, American Political Thought. **Special Interests:** Civil Liberties (Church and State, etc.).

TENNESSEE

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Field: Constitutional Law. **Special Interests**: Federalism; Commerce Clause; Constitutional Limitations on State Taxation and Regulation; State Energy Regulation; Civil Rights Issues such as Race and Gender-Based Discrimination.

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Field: American Thought - American history. **Special Interests**: American Political, Religious, Economic Thought; New Deal.

James W. Ely, Jr.
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Milton Klein
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Field: Early American History, American Legal History. **Special Interests**: Public perceptions of the Constitution during the past 200 years.

TEXAS

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Field: American political thought, political philosophy. **Special Interests:** Political philosophy of the Declaration of Independence and Constitution; The understanding of Human Nature Implicit in the Constitution; The Constitution and Natural Right.

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Division of Behavioral and Cultural Sciences
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Phone: 512-691-4375
Field: American Revolution/Constitution. **Special Interests:** Antifederalism; Ratification of the Constitution; Impact of the Constitution.

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Field: Origins and development of American constitutionalism. **Special Interests:** European antecedents; Religious (covenant) roots to American Constitutionalism; state constitutions; the theory underlying the Constitution; Bill of Rights.

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Field: United States History. **Special Interests:** Aspects of the American Revolution; the Constitution of 1787 as an Historical Document; The Founding Fathers and the Constitution of 1787; United States military history.

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Field: Legal history. **Special Interests:** History of the Supreme Court.

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Field: American Political Thought and Institutions. **Special Interests:** American Constitutional Principles, The Presidency and Presidential Rhetoric, Judicial Review.

Sarah Thurow
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Field: philosophic background of the Constitution. **Special Interests:** the relationship between freedom and equality; teaching the Constitution in the community college; the concept of civil rights.

Thomas G. West
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Field: the political philosophy of the Constitution. **Special Interests:** First Principles of the Constitution; The Constitution and Greek Political Thought.

John R. Wunder
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Field: United States Social and Legal History. **Special Interests:** 19th century and colonial, Native American, West, Ethnicity -- all within a constitutional and legal framework.

UTAH

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Field: American Constitutional History. **Special Interests:** First Amendment issues; Freedom of Religion; Obscenity; "Is the Constitution Really What the Justices Say It Is?".

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Field: 20th Century American Political History. **Special Interests:** The Supreme Court of 1937; The Separation of Powers and Legislative-Executive Relations; The life of Senator Joseph C. Mahoney of Wyoming, long regarded as one of the foremost "constitutional lawyers" in the Senate (1934-1961).

David K. Hart
Institute for Public Management, School of Management
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Field: political philosophy. **Special Interests:** the moral and political philosophy of the Founders.

VERMONT

Beth Bates
Long Bow Historical Society

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Field: American History. **Special Interests:** Foreign Policy; Economic History; Federalist Era: Alexander Hamilton; Foreign Policy of the Founding Fathers; Jefferson and Madison: The Great Collaboration. Ms. Bates has considerable experience as a project director, consultant and humanities scholar for the Vermont Council on the Humanities.

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Field: American Constitutional law, American political thought; political philosophy. **Special Interests:** Constitutional Convention; Federalist and Anti-Federalist thought; Tocqueville; the Supreme Court.

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Field: Constitutional Law. **Special Interests:** Civil Rights and Civil Liberties; Affirmative Action; Freedom of Religion.

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Field: Colonial and Revolutionary America. **Special Interests:** Court History; Revolutionary Ideology; How the Courts and others have interpreted the Constitution.

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Field: United States, 1789-1865. **Special Interests:** Old South; Nationalism; Causes of Civil War.

Harold S. Schultz
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Field: biography, early national history. **Special Interests:** Constitutional Convention of 1787, life of James Madison, Thomas Jefferson, Alexander Hamilton.

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Field: American history, especially 20th century. **Special Interests:** Biographies, 1750-1820; Progressive movement and the New Deal.

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Field: United States diplomatic and military history. **Special Interests:** diplomatic/military issues during the 1780's, 1790's and early 1800's; role of diplomatic/military problems in formation of Constitution; constitutional theory and ideology.

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VIRGINIA

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Field: Constitutional law and history. **Special Interests:** Supreme Court, Jurisprudence, State Constitutions.

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Field: Constitutional Law; Public Administration; American Political Thought. **Special Interests:** Hamilton and the Administrative State; Constitution and Public Administration in the 1980's; Woodrow Wilson and the Administrative State.

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Field: Law and American Economy.

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Field: Constitutional and Legal History. **Special Interests:** Early English legal history; Historical Background and History of the Bill of Rights.

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Field: Constitutional law, national institutions. **Special Interests:** Civil liberties; executive power and discretion; federalism (theory and constitutional aspects); equality and liberty in the Constitution; Bill of Rights; feminism; meaning of economic liberties under the Constitution; meaning and extent of judicial power/judicial review; executive privilege.

Gary J. Schmitt
Minority Staff Director, United States Senate Committee on Intelligence
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Field: The Constitution and Its Relevance to United States Foreign Policy. **Special Interests:** Executive

Privilege, executive agreements, the treaty process; intelligence and judicial views of these matters.

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Field: American Political Theory.
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William Swindler
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Field: Anglo-American Constitutional History.

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WASHINGTON

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Field: Constitutional History.
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Field: Constitutional History.
Special Interests: The institutional role of the United States Supreme Court; the shifting balance between Congress/the President/the Court.

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Field: Colonial America, the American Revolution. **Special Interests:** Anglo-American constitutional development.

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Field: Constitutional Law.

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Field: Legal and constitutional issues. **Special Interests:** 1st, 4th, 5th, 6th, 7th, and 14th Amendment issues; state constitutional issues.

WEST VIRGINIA

Ronald J. Oakerson
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Field: political theory and policy analyis. **Special Interests:** political theory used by the framers of the Constitution.

Edward M. Steel, Jr.
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Field: American history before 1865.
Special Interests: Constitutional period as context for framing the Constitution; History of American Labor; Slavery; Free Blacks.

WISCONSIN

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Special Interests: Bill of Rights; Federalism.

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Field: Political Science, law.
Special Interests: civil rights.

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Field: American Constitutional History. **Special Interests:** First Amendment; Women and the Law. **Note:** During the summer months (June through August), Jenson lives in Minneapolis: 4948 Lyndale Avenue, South, Minneapolis, MN 55409, phone: 612-823-1423.

John P. Kaminski
Documentary History of the Ratification of the Constitution; Director, Center for the Study of the American Constitution, Department of History, University of Wisconsin
455 N. Park Street
Madison, Wisconsin 53706
Phone: 608-263-1865/1818
Field: Drafting and Ratification of the Constitution. **Special Interests:** Newspapers' role; Violence; Tactics used in ratification process.

Stanley I. Kutler
E. Gordon Fox Professor of American Institutions
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Field: American Legal and Constitutional History. **Special Interests:** Civil rights and civil liberties; governmental power and limitations.

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Field: Political Theory. **Special Interests:** The Founders.

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Field: 18th Century America. **Special Interests:** Ratification of the Constitution.

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WYOMING

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American Indians; The Constitution and Westward Expansion.

CANADA

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BIBLIOGRAPHY AND RESOURCES

This section provides a comprehensive, annotated bibliography of works on the Constitution, selected and described by a panel of scholars. The list represents works identified as sound in scholarship, of interest to a broad range of community readers, and significant in what they contribute to our understanding of the Constitution and its application to American society. No doubt there are titles which this group of scholars did not include, which readers of this Guide feel should have been, or titles of works that are only now being published. We plan to publish a supplement to the Guide next year and would welcome any suggestions of works that readers feel should be considered. As with this list, we will circulate nominated titles to a number of scholars for consideration in terms of the three criteria indicated above.

The scholars who produced the list in this section were:

George Dennison
Colorado State University

Stanley Katz
Princeton University

Linda Kerber
University of Iowa

Paul Murphy
University of Minnesota

James O'Fallon
University of Oregon

Mary K. Tachau
University of Louisville

Jamil Zainaldin
American Historical Association

This section also contains the addresses of a number of organizations that have an interest in programs related to the Bicentennial of the Constitution. The list is suggestive, not inclusive. These organizations have not necessarily set forth a specific programming interest regarding programs on the Constitution. Included are the addresses of the State Humanities Councils which can provide project planning information and grant funds for programs selected through a competitive proposal process.

BIBLIOGRAPHY AND RESOURCES

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Other Resources

- State Humanities Councils Page 21
- Major Private and State Historical Societies and Museums Page 25
- League of Women Voters State Chapters Page 31
- Other Organizations Page 36

BIBLIOGRAPHY

Adams, Willi Paul. (Translated by Rita and Robert Kimber) **The First American Constitutions: Republican Ideology and the Making of State Constitutions in the Revolutionary Era**. Chapel Hill: University of North Carolina Press, 1980. An important, comparative study of the subject. The First American Constitutions considers the European background and the early American context for the development of constitutional practice and shows that state constitutions are as fascinating a subject as the federal constitution.

Association of American Law Schools, ed. **Selected Essays on Constitutional Law**. 5 vols. Chicago: The Foundation Press, 1938. Comprises a collection of notable essays in constitutional law and history gathered from the nation's legal periodicals.

Bailyn, Bernard. **The Ideological Origins of the American Revolution**. Cambridge: Belknap Press of Harvard University Press, 1967. Pulitzer Prize winning book-length introduction to Bailyn's Pamphlets of the American Revolution (1965); can be read on its own; source for countless subsequent authors. A marvelous background book for projects on the Constitution.

Bardolph, Richard, ed. **The Civil Rights Record: Black Americans and the Law 1849-1970**. New York: Crowell, 1970. A compilation of important source documents illustrating the civil rights movement.

Baxter, Maurice G. **The Steamboat Monopoly: Gibbons v. Ogden, 1824**. New York: Alfred A. Knopf, 1972. A very readable, valuable case study of the first Supreme Court decision under the Commerce clause of the Constitution. Told through the early development of steamboating, the case has continuing relevance to present day issues.

Beard, Charles A. **An Economic Interpretation of the Constitution of the United States**. New York: Free Press, 1965 (First published in 1913). This classic, Progressive historical study uses analysis of the economic interests of the framers to show that the Constitution was intended to protect the property interests of an elite against popular agrarian interests. A hallmark of constitutional scholarship, this work should be read in conjunction with later studies challenging the Beardian thesis, such as F. McDonald's We the People.

Becker, Carl L. **The Declaration of Independence: A Study in the History of Political Ideas**. New York: Alfred A. Knopf, 1956 (First published in 1922). Fascinating explication of the text of the Declaration for projects setting a broad introductory context for a study of the framing of the Constitution. Emphasizes the influence of John Locke on the shaping of ideas.

Belz, Herman. **"The Constitution in the Gilded Age: The Beginnings of Constitutional Realism in American Scholarship,"** American Journal of Legal History 13 (1969); **"The Realist Critique of Constitutionalism in the Era of Reform,"** American Journal of Legal History, 15 (1971); **"Changing Conceptions of Constitutionalism in the Era of World War II and the Cold War,"** Journal of American History, 59 (1972); **"New Left Reverberations in the Academy: The Antipluralist Critique of Constitutionalism,"** Review of Politics, 30 (1974). A series of articles that explore the political role of the American Constitution, changing perceptions of the proper nature of that role, and views of the Constitution as a legitimate political instrument.

Berry, Mary F. **Black Resistance/White Law: A History of Constitutional Racism in America**. New York: Appleton-Century-Crofts, 1971. Written by an attorney, this is a study of the Constitution as a legal tool for enforcing the development of racism in American society, and of constitutional development in response to the Civil Rights movement.

Bestor, Arthur E. **"State Sovereignty and Slavery."** Journal of the Illinois State Historical Society, 54 (1961). A classic study, from a northern perspective, of the Constitution's relation to states' rights/slavery debates and the coming of the Civil War.

Bestor, Arthur E. **"The Civil War as a Constitutional Crisis."** American Historical Review, 69 (1964). A companion article, of equal importance, which views the Civil War in its constitutional dimensions, with special emphasis on the constitutional crises occuring in the nation between 1845 and 1877 and the use by secessionists of the compact theory of government.

Beth, Loren P. **The American Constitution, 1877-1917.** New York: Harper and Row, 1971. A good synthesis and the best one-volume overview of the period, told from a somewhat ahistorical perspective, by a political scientist who respects history. Contains an extensive bibliography. A volume in the New American Nation series.

Bickel, Alexander M. **The Least Dangerous Branch: The Supreme Court at the Bar of Politics**. Indianapolis: Bobbs-Merrill Co. Inc., 1962. A highly important, brief account of the role of the Supreme Court vis-a-vis the other two branches of government. A readable, provocative look at the Court's strengths and weaknesses by one of the foremost constitutional law scholars.

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Morgan, Richard E. **The Supreme Court and Religion**. New York: Free Press, 1972. A highly authorative overview of the subject, focusing particularly on developments since the 1940's.

Murphy, Paul L. **The Constitution in Crisis Times, 1918-1969**. New York: Harper & Row, 1972. An historical overview of 20th century constitutional development which picks up from Hyman & Wiecek (Equal Justice Under Law: Constitutional Development, 1835-1875), and Loren P. Beth (The Development of the American Constitution, 1877-1917). Handles constitutional development within an historical framework. The bibliography is a solid compilation of the material available for working the recent period.

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Storing, Herbert J., and Murray Dry. **What the Anti-Federalists Were For.** Chicago: University of Chicago Press, 1981. A separate paperback edition of the introduction to Storing's seven-volume collection, The Complete Anti-Federalist which appears in volume 1 of that set. While of brief compass and designed to guide the reader through the maze of Anti-Federalist pamphlets published in the full edition, this book trenchantly analyzes the debate over ratification of the United States Constitution during 1787 and 1788.

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American Bar Association
1155 East 60th Street
Chicago, Illinois 60637
312-947-3621

American Enterprise Institute for Public Policy Research
1150 Seventeenth Street, N.W.
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American Historical Association
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American Library Association
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American Political Science Association
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